

## GRADES 9 – 12

### Arizona Health Education Standard Articulated by Grade Span

#### **STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Concept 1: Relationship between Health Behaviors and Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Predict how healthy behaviors can affect health status.	<i>PO.1 Predict the benefits of eating healthy for disease prevention.</i>

Concept 2: Multiple Dimensions of Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Describe the interrelationships of emotional, intellectual, physical, and social health.	<i>PO.1 Describe the body's response to stress and its effects on the body.</i>

### Concept 3: Personal Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze how environment and personal health are interrelated.	<i>PO.1 Describe the relationship between environmental toxins and personal health.</i>
PO.2 Analyze how genetics and family history can impact personal health.	<i>PO.2 Explain how genetics and family history may impact personal health.</i>
PO.3 Evaluate the impact of food and nutrition, including nutrient deficiencies, on health.	<i>PO.3 Evaluate factors that influence food intake and nutritional status including family, friends, culture, emotions, sensory stimuli, media, marketing, and food availability.</i>
PO.4 Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention.	<i>PO.4 Explain the types of physical activity that have cardiovascular benefits.</i>

### Concept 4: Prevention of Injuries and Health Problems

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Propose ways to reduce or prevent injuries and health problems.	<i>PO.1 Propose ways to keep safe when riding in an automobile.</i>

Concept 5: Use of Health Care

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze the relationship between access to health care and health status.	<i>PO.1 Identify how poverty may impede access to health care and health status.</i>

Concept 6: Healthy vs. Unhealthy Behaviors

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<i>PO.1 Discuss how economics, culture, demographics and genetics are a benefit or a barrier to practicing healthy behaviors.</i>
PO.2 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	<i>PO.2 Analyze the relationship between alcohol use and the death rate in auto accidents.</i>
PO.3 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	<i>PO.3 Analyze the physical and social consequences of drug use and achieving life goals.</i>

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Concept 1: External Influences on Personal Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze how the family influences the health of individuals.	<i>PO.1 Analyze how nutrient content and food preparation methods in the home affect the health of individuals.</i>
PO.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	<i>PO.2 Analyze how culture challenges and supports meal patterns, eating behaviors, and body image.</i>
PO.3 Evaluate how peers influence healthy and unhealthy behaviors.	<i>PO.3 Evaluate how peers influence healthy and unhealthy behaviors related to meal patterns and eating behaviors.</i>
PO.4 Evaluate how the school and community can impact personal health practice and behaviors.	<i>PO.4 Evaluate how the school and community support individual meals patterns, nutritionally balanced meals, and healthy snacks.</i>
PO.5 Evaluate the effect of media on personal and family health.	<i>PO.5 Evaluate how the media influences thoughts, feelings, and health behaviors related to personal and family eating behaviors and body image.</i>
PO.6 Evaluate the impact of technology on personal, family, and community health.	<i>PO.6 Evaluate the impact of technology on personal, family, and community health related to eating patterns.</i>

## Concept 2: Internal Influences on Personal Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  PO.2 Analyze the influence of personal values and beliefs on individual health practices and behaviors.  PO.3 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<i>PO.1 Analyze how perception of body image influences healthy and unhealthy eating patterns.  PO.2 Analyze the influence of personal values and beliefs related to meal patterns, eating behaviors, and body image on individual health practices and behaviors.  PO.3 Analyze how dieting and disordered eating can influence the likelihood of unhealthy behaviors.</i>

## Concept 3: Influence of Public Policy on Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze how public health policies and government regulations can influence health promotion and disease prevention.	<i>PO.1 Analyze how public health policies and government wellness regulations related to nutrition can influence health promotion and disease prevention.</i>

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Concept 1: Knowledge of Sources of Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Evaluate the validity of health information, products, and services.	<i>PO.1 Differentiate between valid and non-valid internet sources for health information.</i>

**Concept 2: Accessing Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Use resources from home, school, and community that provide valid health information.	<i>PO.1 Explore health resources available through county health departments.</i>
PO.2 Determine the accessibility of products and services that enhance health.	<i>PO.2 Analyze local gym and fitness centers based on costs and services available.</i>
PO.3 Analyze a situation in which professional health services may be required.	<i>PO.3 Recognize signs and symptoms of choking.</i>
PO.4 Access valid and reliable health products and services.	<i>PO.4 Describe the impact of a teen suicide hotline on teenage emotional and physical health.</i>

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Concept 1: Communication to Enhance Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.  PO.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	<i>PO.1 Describe procedures to keep safe on the internet.</i>  <i>PO.2 Analyze ways to advocate for healthy decisions(to avoid or reduce health risks).</i>

**Concept 2: Self-protection and Dealing with Conflict**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	<i>PO.1 Evaluate stress management skills which can assist in resolving interpersonal conflicts.</i>

**Concept 3: Asking for Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Evaluate effective ways to ask for and offer assistance to enhance the health of self and others.	<i>PO.1 Evaluate ways to communicate about a threat to the school environment.</i>

**STRAND 5: Use of Decision-making Skills to Enhance Health**

Students will demonstrate the ability to use decision-making skills to enhance health.

**Concept 1: Influences on Healthy Decision Making**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Examine barriers to healthy decision making.	<i>PO.1 Examine barriers such as poor coping/stress management skills to healthy decision making.</i>

**Concept 2: Application of Decision-making Skills to Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Determine the value of applying a thoughtful decision-making process in health-related situations.	<i>PO.1 Evaluate the outcome of a thoughtful decision such as-refusing gang involvement.</i>
PO.2 Justify when individual or collaborative decision making is appropriate.	<i>PO.2 Explain the reasons why positive support is needed to help with situations such as suicide or sexual behavior.</i>
PO.3 Analyze and propose alternatives to health-related issues or problems.	<i>PO.3 Justify healthy nutritional choices as positive alternatives to a high fat diet.</i>
PO.4 Predict the potential short-term and long-term impact of each alternative on self and others.	<i>PO.4 Analyze the short and long term impact of smoking and unhealthy eating habits on self and others.</i>
PO.5 Defend the healthy choice when making decisions.	<i>PO.5 Defend the reasons why choosing fruits and vegetables over high fat foods is the healthy choice.</i>
PO.6 Evaluate the effectiveness of health-related decisions.	<i>PO.6 Evaluate the effectiveness of making an informed decision regarding sexual activity or substance use.</i>



**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health.

**Concept 1: Assessment of Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Assess personal health practices and overall health status.	<i>PO.1 Develop a daily food plan that supports long term health.</i>

**Concept 2: Health-related Goal Setting**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	<i>PO.1 Develop a written personal health plan.</i>
PO.2 Implement strategies and monitor progress in achieving a personal health goal.	<i>PO.2 Develop written exercise plan.</i>
PO.3 Formulate an effective long-term personal health plan.	<i>PO.3 Develop a written long-term personal health plan with measurable objectives (30 minute sessions, heart rate, etc.).</i>

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Concept 1: Personal Responsibility for Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Analyze the role of individual responsibility in enhancing health.	<i>PO.1 Analyze the benefits of a personal fitness plan.</i>

**Concept 2: Healthy Practices and Behaviors**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	<i>PO.1 Demonstrate behaviors that can prevent oral health problems.</i>
PO.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	<i>PO.2 Differentiate between safe and unsafe practices for tattoos or body piercing.</i>

**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health.

**Concept 1: Personal Advocacy**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Use accurate peer and societal norms to formulate a health-enhancing message.	<i>PO.1 Apply peer and societal norms to describe healthy exercise habits.</i>
PO.2 Influence and support others to make positive health choices.	<i>PO.2 Design positive health messages for the school community.</i>

**Concept 2: Collective Advocacy**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Work cooperatively as an advocate for improving personal, family, and community health.	<i>PO.1 Utilize health information resources to advocate for increased physical education in schools.</i>

**Concept 3: Tailoring Advocacy Message to Audience**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Adapt health messages and communication techniques to a specific target audience.	<i>PO.1 Design drug awareness campaign targeted to school-age children.</i>